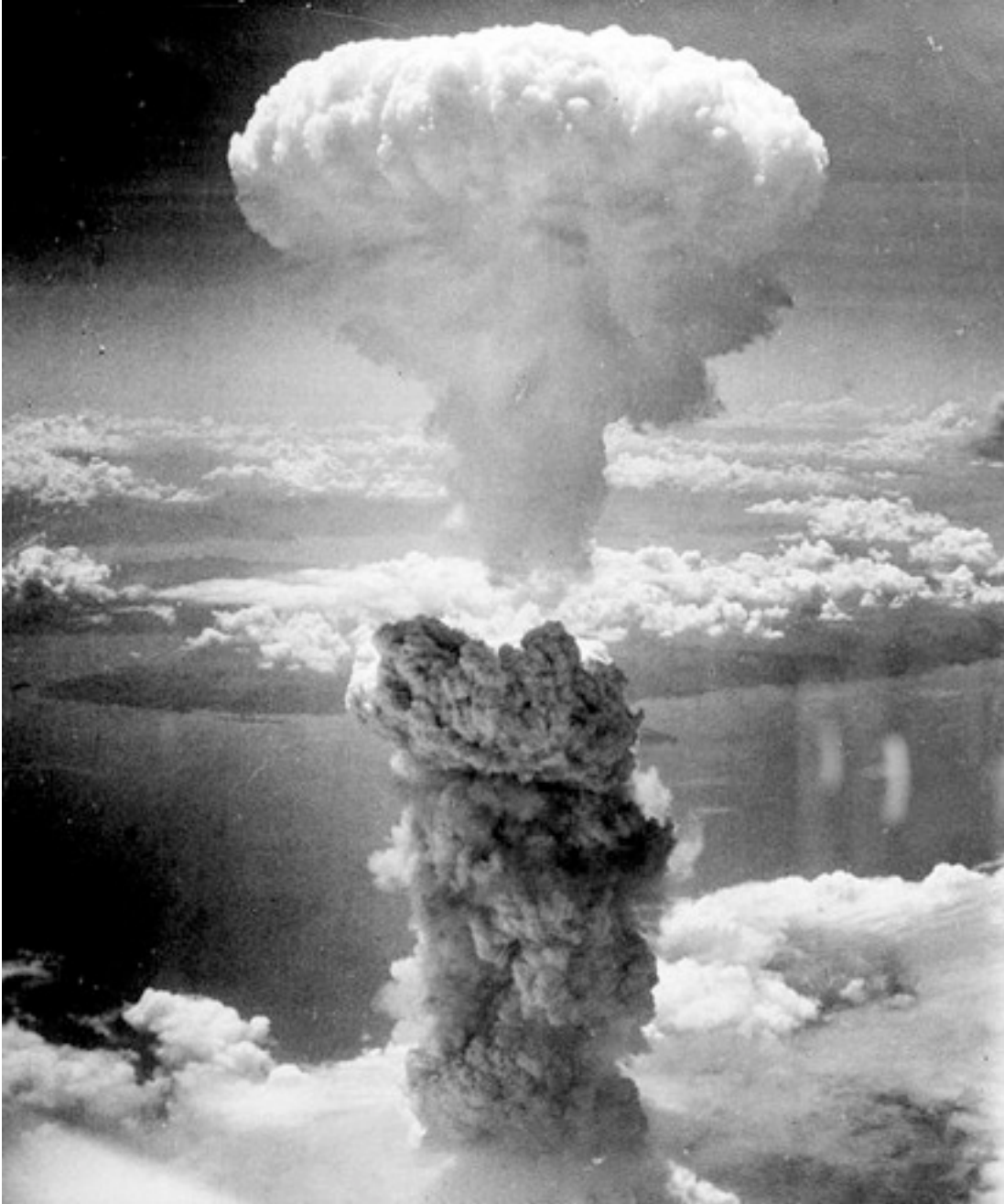


August 6, 1945



Alison Fell

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Context

On August 6, 1945, the United States of America became the first country in the world to use a nuclear weapon. At 8.15am, an atomic bomb was dropped on the Japanese city of Hiroshima, killing tens of thousands of people - mostly Japanese civilians. Three days later, another atomic bomb was dropped on the city of Nagasaki, killing tens of thousands more. On August 15, Japan decided to surrender to the Allies, ending World War II.



Hiroshima after the nuclear bomb attack.

The body of a boy killed in the nuclear bombing.



Having spent the war secretly developing nuclear weapons, the USA had decided to use the bomb to force the Japanese to surrender. The war with Germany had ended in May 1945, when Hitler had killed himself and Germany had surrendered, but the Japanese were determined to carry on fighting.

There is a continuing moral debate about the USA's use of nuclear weapons in 1945. Some people argue that the use of the bomb against Japan was in effect a war crime, causing a huge civilian death toll and massive devastation. On 11 August, the Japanese government filed an official protest that the use of this bomb violated the accepted conduct of war, asserting that *“combatant and noncombatant men and women, old and young, are massacred without discrimination by the atmospheric pressure of the explosion, as well as by the radiating heat which result therefrom. Consequently there is involved a bomb having the most cruel effects humanity has ever known.”*

Others, however, maintain that the use of nuclear weapons, in prompting the Japanese surrender, prevented a US invasion of Japan that would have resulted in massive casualties on both sides. In a letter he wrote 8 years later Harry Truman said, *“dropping the bombs ended the war, saved lives and gave the free nations a chance to face the facts.”* He had asked a military chief to estimate how many US soldiers might be killed if the US army invaded Japan. He was told it could be up to a million. *“We sent an ultimatum to Japan. It was rejected.”*

The following links show some reconstructions of the Hiroshima bomb, as well as survivors' memories of living through a nuclear explosion.

- Hiroshima - Dropping the Bomb - <http://www.youtube.com/watch?v=NF4LQaWJRDg> . This video reconstruction contains some of the memories of both the US pilots who dropped the bomb and Japanese citizens in Hiroshima.
- <http://www.youtube.com/watch?v=VzDSnQCh6c&feature=relmfu> - Hiroshima residents talk of their experiences after the bomb was dropped.

Want to know more?

24 Hours After Hiroshima - http://www.youtube.com/watch?v=jY9VwCE_Dsg&feature=related - This National Geographic documentary about Hiroshima is available on YouTube.

<http://www.inicom.com/hibakusha/> - Testimonies of Hiroshima survivors (known as the Hibakusha) are available here.

<http://www.un.org/disarmament/content/slideshow/hibakusha/> - More links about the Hibakusha.

Paul Tibbets, the Enola Gay, and Little Boy

The plane that carried the bomb to Hiroshima was called the Enola Gay, and was piloted by an American named Paul Tibbets. The Enola Gay was named after his mother, and the bomb itself was called 'Little Boy.'

After the bomb was dropped, 'a bright light filled the plane,' wrote Paul Tibbets later. 'We turned back to look. The city was hidden by the mushrooming cloud.' His copilot, Robert Lewis, wrote in his journal, 'What have we done?'



Tibbets has claimed that he never regretted his action in dropping the bomb...

Imagine that you were Paul Tibbets and you were piloting the Enola Gay. How might you feel about what you were about to do? How might you feel after you had done it?

Alison Fell



Alison Fell is a Scottish poet, who was born in 1944. She has published poetry and fiction for both adults and children. Some of the most important themes of her poetry are:

- descriptions of light and of landscape
- sexual and sensual imagery.

August 6, 1945

In the Enola Gay
five minutes before impact
he whistles a dry tune

Later he will say
that the whole blooming sky
went up like an apricot ice.
Later he will laugh and tremble
at such a surrender, for the eye
of his belly saw Marilyn's skirts
fly over her head for ever

On the river bank,
bees drizzle over
hot white rhododendrons

Later she will walk
the dust, a scarlet girl
with her whole stripped skin
at her heel, stuck like an old
shoe sole or mermaid's tail



Later she will lie down
in the flecked black ash
where the people are become
as lizards or salamanders
and, blinded, she will complain
Mother you are late. So late




Later in dreams he will look
down shrieking and see

ladybirds
ladybirds

Alison Fell

Glossary

<i>Term</i>	<i>Explanation</i>	<i>Illustration</i>
Enola Gay':	This was the name given to (and painted on) the plane which carried the bomb to Hiroshima. The pilot's mother was called Enola Gay.	
Marilyn's skirts':	There is a famous film clip/still photograph of the American movie star Marilyn Monroe, in which she walks over a pavement air vent and the warm air from it blows the full skirt of her light-coloured dress upwards over her head.	

<i>Term</i>	<i>Explanation</i>	<i>Illustration</i>
Drizzle	This means 'rain lightly', but here is used to evoke the way the bees descend, buzzing, on to the flowers.	
salamanders	A salamander is a lizard-like amphibian with a smooth skin. In ancient legend salamanders were supposed to be able to live in fire.	
ladybirds:	There are numerous versions (not all in English) of the nursery rhyme which begins, 'Ladybird, ladybird, fly away home, Your house is on fire and your children are gone'.	

Initial Response

Which two figures does Fell focus on in the poem?

Pick one key phrase or word that sticks out to you. What impression does it give you about Hiroshima?

The stanzas in blue are from the perspective of Paul Tibbets; the stanzas in red are from the perspective of the Japanese girl. The one in green is from neither.



Paul Tibbets



A Japanese girl killed in the blast.

In the Enola Gay
five minutes before impact
he whistles a dry tune

Later he will say
that the whole blooming sky
went up like an apricot ice.
Later he will laugh and tremble
at such a surrender, for the eye
of his belly saw Marilyn's skirts
fly over her head for ever

On the river bank,
bees drizzle over
hot white rhododendrons

Later she will walk
the dust, a scarlet girl
with her whole stripped skin
at her heel, stuck like an old
shoe sole or mermaid's tail

Later she will lie down
in the flecked black ash
where the people are become
as lizards or salamanders
and, blinded, she will complain
Mother you are late. So late

Later in dreams he will look
down shrieking and see

ladybirds
ladybirds

What emotions does the character of Paul Tibbets experience throughout this poem?

After reading this poem, do you feel any sympathy for Paul Tibbets or not? Why / why not?

How does Fell convey the horror of the Japanese girl's experiences?

S.M.I.L.E. Analysis

Remember, to analyse a poem we need to look at:

-Structure

-Meaning

-Imagery (similes, metaphors, personification)

-Language

-Effect on the reader



Meaning

“Meaning” is a good place to start when thinking about a poem, as here you can discuss the principal theme(s) of the poem and why you think the poet has written it.

Meaning - Key points:

- In this poem, Fell explores the August 6, 1945 bombing of Hiroshima from the perspective of two figures:

- Paul Tibbets, the American pilot of the Enola Gay,
- A Japanese girl who is burned to death in the bomb blast.

- Fell focuses on Tibbets’s emotions at the time of the bomb blast and afterwards. She implies that at the time, although nervous (“whistles a dry tune”), he derived some kind of sexual thrill from the bombing (“the eye/ of his belly saw Marilyn’s skirts / fly over her head forever”).

- Later, she says, although he may appear flippant about what he has done (e.g. he will say “the whole blooming sky / went up like an apricot ice”), he will in dreams be haunted by the horror of the bomb (e.g. “he will look down shrieking”).

- She conveys the horror of the blast through the character of the girl who is burned beyond recognition and who dies from her wounds in the streets of Hiroshima.

- We will look at the language and imagery in more detail later.

Meaning - Exploration

What kind of things does Fell say Paul Tibbets will do, say and feel in later years?

How do you think Fell wants us to feel about Paul Tibbets and his attitude towards the bomb?

How does Fell create a sense of horror in the poem?

Structure

Structure refers to the way a poem is set out and organised. Here, you write about things like rhyme scheme, length, repetition and the flow of ideas throughout the poem.

Structure - Key Points

- The poem uses two characters to convey different perspectives of the events of August 6, 1945 - Paul Tibbets, the American pilot, and the Japanese girl who died.
- The poem is set “five minutes before impact,” but most of the poem is written in the future tense. Fell repeats the word “Later” to show what will happen to both Tibbets and the girl once the bomb is dropped.
- The poem’s timeline is not linear i.e. the future events do not happen in order. The poem first focuses on Tibbets’s emotions in the years to come, and only then focuses on what will happen to the girl when the bomb is dropped.
- After looking at Tibbets’ future emotions, the poem briefly brings us back to the present tense of what is about to happen:

“On the river bank,
bees drizzle over
hot white rhododendrons.”

- Fell then writes about what will happen to the girl in only a few minutes:

“Later she will walk the dust....”

- Finally, at the end of the poem she focuses back on Tibbets, claiming he will in dreams “look down shrieking.”

- Enjambment is used throughout the poem (e.g.

“Later he will laugh **and tremble**
at such a surrender”

- There is no fixed rhyme scheme or metre in the poem. The poem is divided into stanzas, with the word “Later” being repeated at the beginning of most stanzas.

- The final two lines:

“ladybirds
ladybirds”

clearly stand out from the rest of the poem.

Why do you think Fell switches between the perspectives of two different characters in the poem?

Why might Fell set the present as “five minutes” before impact, and then use the future tense (e.g. “he will laugh,” “she will walk” for most of the poem)? Does it make what is about to happen appear inevitable?

Try to put the stanzas in chronological (time) order. What happens first after impact? What happens later?

Why does Fell tell the future events out of order? What could this tell us about war and emotions to do with war?

Imagery

This is where you look at techniques such as similes, metaphors and personification. What pictures has the poet tried to create in your head?

Imagery - Key Points

- Fell uses imagery throughout the poem to convey the horrors of the Hiroshima bomb. She often **juxtaposes** positive and negative images in quite an arresting way.
- Natural imagery is used throughout the poem - we have a “blooming” sky, references to “bees” and “rhododendrons,” and a final reference to “ladybirds.”
- When writing from the perspective of Paul Tibbets, Fell uses metaphors that compare the mushroom cloud of the bomb to some surprisingly positive images (e.g. “apricot ice,” “Marilyn’s skirts”). This may suggest Tibbet’s inability, from his viewpoint outside the city, to comprehend the horrors that the bomb has caused to the people below.

“Later he will say
that **the whole blooming sky**
went up like an apricot ice.”



This is a **simile**, and it is said in the poem by the character Paul Tibbets after the blast. Here, Tibbets compares the mushroom cloud of the bomb to an ice cream dessert - quite an unusual comparison to make.

What does Tibbets’ use of this simile tell us about his character? Does it make us sympathise with him, or not?

‘the eye of his belly
saw Marilyn’s skirts
fly over her head for ever.’



What do you think the **metaphor** “the eye of his belly” might mean? There are different interpretations of this; what do you think it could be about? (Hints - eye of the storm, belly - nervousness?, a sexual reference?)

Fell, again writing from the perspective of the Paul Tibbets character, uses a **metaphor** to compare the mushroom cloud to the rising skirts of the 1950s film star Marilyn Monroe. How does this make us feel about Tibbets and his understanding of what he has done?

“On the river bank,
bees drizzle over
hot white rhododendrons”



At this point in the poem, we are back in the present (“five minutes before impact.”) This stanza uses natural imagery to describe Hiroshima before the bomb, but there is clearly a metaphorical significance here too.

What might the bees represent?

What might the rhododendrons represent?

Why do you think Fell might use so much natural imagery in this poem?
What could she be saying about war and destruction?

“a **scarlet** girl”

What are the connotations of the word scarlet? What could this word tell us about how the girl looks or how she feels?

‘her whole stripped skin
at her heel, stuck **like** an old
shoe sole or mermaid’s tail.’



What do these comparisons make us think that the girl's skin looks like?
(Hint - think about the texture of a mermaid's tale or a leather shoe).

How do these **similes** work to convey the horror of war?



‘where the people are become

as lizards or salamanders’

This simile compares the dead and dying on the streets of the city to lizards and salamanders. A mythical creature, salamanders are famous for living in fire.

What is the effect of these similes on our view of Hiroshima during the bomb?

“ladybirds
ladybirds”



When Fell says Tibbets will look down and see “ladybirds / ladybirds,” she is using quite a complicated and layered metaphor. This one I will help you with!

- Firstly, it could mean that the burned bodies of the dead that he sees in his dreams look like ladybirds, with red and black skin.

- Secondly, it's a reference to the nursery rhyme "ladybird, ladybird, fly away home, your house is on fire and your children all gone." This is implied in the stanza before where the dying girl says, "Mother you are late, so late." This use of quite a dark nursery rhyme might echo how Tibbets feels - on the one level he cannot comprehend quite what he has done, but on the other he is haunted by horrors he cannot escape.
- The ladybirds hang on to the end of the poem (one per line) like the horror hangs on to the pilot.

Imagery - Exploration

Why do you think Fell uses so much natural imagery (e.g. "blooming sky," "bees," "rhododendrons," "ladybirds") in a poem about a nuclear bomb? What effect does this positive natural imagery have on how you understand the events of August 6th 1945?

What is the effect of the juxtaposition of positive and horrific imagery on how we view the character of Paul Tibbets?

Language

This is where you comment on the language the poet uses. What choices has he/she made, and why?

Key Points - Language

- As this poem is so rich in imagery, many of the points about language are covered above.
- You can pick out the effect of individual words in the poem and analyse them in detail, as many of the words have particular connotations e.g.:
 - “whistles a dry tune” - suggests he has a dry mouth (nervousness)? Dry tune suggests he is not taking the event seriously?
 - “laugh and tremble” - an oxymoron suggesting his mixed emotions.
 - “surrender” - reference to the Japanese surrender, but also to his surrender to his place in history as the man who dropped the bomb?
- Go through the poem and see how many more interesting words to analyse you can find!

Exploration - Language

How does Fell use language to convey Tibbets' emotions over time about what he has done?

How does Fell use language to convey the horror faced by the people of Hiroshima?

Read through the poem and underline all of the words to do with colour. What do you think the role of colour is in this poem?

There is also a lot of language to do with sight and the loss of sight (e.g. what Paul Tibbets sees from the plane, the girl as “blinded”). What is the significance of sight and seeing in this poem?

Effect on the reader

After reading this poem, how do you think Fell feels about Hiroshima?

How do you think Fell wants us to feel about Paul Tibbets?

Did you think that this poem was effective? Why / why not?

Sample Exam Question Part A

3. a) “Explore how the writer presents her ideas about twentieth-century war in “August 6th, 1945.”

Use examples of the language from the poem to support your answer. (15 marks).

NB - In the exam, you would have about 30 minutes to complete this question.

Write an answer to this question and email it to me.

Comparison

Possible poems you could compare this to include:

- Belfast Confetti
- Exposure (with both of these, you could contrast Tibbet’s ‘outside’ perspective on war with the ‘insider’ perspective of Owen and Carson).

Look at the PDF guides that focus on these poems. When you have chosen one, fill in the table below looking at the meaning of each poem and the techniques that the writer has used.

	<i>Alison Fell - August 6th, 1945</i>	<i>Poem 2</i>
Meaning		
Structure		
Imagery		
Language		
Effect		

Sample Exam Question - Part B

Answer EITHER 3(b)i OR 3(b)ii

3 b) (i) Compare how the writers of “August 6th, 1945” and “Belfast Confetti” portray their ideas about twentieth-century war.

3 b) (ii) Compare how the writers of “August 6th, 1945” and one other poem of your choice from the Clashes and Collisions collection present their views about conflict in any setting. (15 marks)

Use examples from the language of **both** poems to support your answer.

NB - In the exam, you would have about 30 minutes to complete this question.

Write an answer to this question and email it to me.

Sample Answers

Although August 6th, 1945 has not yet featured on an actual exam paper, Edexcel’s exemplar exam answers include some that focus on this poem.

Read the mark scheme, and then look at the two sample answers. Why did each one get the mark that it did?

Question:

3 a) Explore how the writer presents her ideas about twentieth century war in “August 6, 1945.” Use evidence from the poem to support your answer.

Mark Scheme - Higher Paper

Question 3 a) - Maximum 15 marks.

AO2: explain how language, structure and form contribute to writers’ presentation of ideas, themes and settings

<i>Band</i>	<i>Mark</i>	<i>Description</i>
0	0	- No rewardable material.
1 (E/D)	1-3	- Generally sound explanation of how the writer conveys his / her attitudes. - Generally sound, relevant connection made between the presentation of attitudes and the language used. - Mostly clear, relevant textual reference to support response.
2 (D/C)	4-6	- Sound explanation of how the writer conveys his / her attitudes to create effect. - Sound, relevant connection made between attitudes and the language used. - Clear, relevant textual reference to support response.
3 (C/B)	7-9	- Thorough explanation of how the writer conveys his / her attitudes to create effect. - Sustained, relevant connection made between attitudes and the presentation of ideas. - Sustained, relevant textual reference to support response.

<i>Band</i>	<i>Mark</i>	<i>Description</i>
4 (A)	10-12	<ul style="list-style-type: none"> - Assured explanation of how the writer conveys attitudes to create effect. - Relevant connection made between attitudes and the presentation of ideas. - Pertinent textual reference to support response.
5 (A*)	13-15	<ul style="list-style-type: none"> - Perceptive explanation of how the writer uses attitudes to create effect. - Discriminating, relevant connection made between attitudes and the presentation of ideas. - Convincing, relevant textual reference to support response.

Answer A:

I think that the poem is about the Hiroshima WWII nuclear explosion where the US dropped an atomic bomb on the city and over 200,000 people died. I think the writer is trying to say that even the pilot who deployed the bomb was nervous as he probably knew that it would lead to Japan's surrender, but as it says "later he will laugh and tremble at such a surrender." I think the laugh is from his relief but the tremble is from the devastation his action caused.

I think that Alison Fell also has an idea that things were still being discovered and tested during the 20th century but no-one actually knew about the full extent of nuclear power. She also tries to imagine what the victims would have looked like and done in the most impactful part of the poem in my opinion. She starts off with just "she" creating a kind of anonymous figure but then says "a scarlet girl with her whole stripped skin at her heel," which tells us that it is probably a young girl who has gone through a horrendous situation.

Alison Fell in the penultimate verse says "later she will lie down in the flecked black ash where the people are become as lizards or salamanders," which I think she means the burnt ash of the victims will just camouflage into each other as their skin is stripped and they are burnt. The "flecked" black ash is the black ash with

spaces of maybe scarlet people which is also why I think the writer says “ladybirds” at the end as the scarlet and black flecks may resemble the pattern of the ladybird.

The use of the line “for the eye of his belly saw Marilyn’s skirts fly over her head for ever” is used to describe the pilot’s overwhelming feeling or sensation of the war and his role. “Later he will say that the whole blooming sky went up like an apricot ice” is trying to say that the atomic cloud went up in the shape and look of an ice cream at maybe a summer sunset where the sky would be a fiery orange, much like the colour of an apricot.

What the examiner gave it - 5/15, Band 2.

Please note that because this is a **higher paper**, the marks available are between A* and D. If the candidate performed at the same level across the whole paper, they would be looking at a grade C/D.

Answer B

Alison Fell uses many types of imagery in her poem to present ideas about twentieth century war. She writes the poem in the third person, so that the audience are able to have an omnipresent view of what happened during World War Two when the atomic bomb hit Hiroshima and Nagasaki.

At the beginning of the poem, Fell’s imagery seemed to be pleasant, beautiful and happy with phrases such as ‘hot white rhododendrons’ and ‘blooming sky’ being used in the poem. However, as the poem progresses, more destructive imagery comes across to the audience, such as ‘whole stripped skin’ and ‘flecked black ash.’ This suggests that Fell thought that twentieth century war ruined beautiful things, whether it be flowers or humans or cities. She may think that it is

unfair to destroy a bright summer's day , as it comes across from the poem, because the beauty didn't even have the chance to protect itself from such danger.

Fell also uses 'Marilyn's skirts' as an example of what the atomic cloud looked like, again to symbolise how such a pretty thing can turn so ugly and unwanted. Marilyn's skirts show destruction, and when Fell writes about how the man laughed as he saw such beauty (Marilyn's legs in the simile, but the atomic cloud of what he actually saw), and then trembled as he realised it was gone forever; this could be Marilyn's exposed legs or the beauty of the cities, of what all he sees now is debris. This shows that Fell thought the man must've regretted what he committed, and at the end of the poem, Fell shows that the man is full of terror and panic from what he has just done; 'later, in dreams, he will look down shrieking.' Many emotions of the man are included in the poem, which shows that Fell thought the man's emotions are not of feeling heroic, but of feeling guilty because he caused such destruction.

In the middle of the poem, Fell shows the point of view of a victim from the explosion and how much pain and loss she suffers, even though she hadn't done anything wrong. "A scarlet girl with the skin stripped at her heel." This shows the audience how wrecked the girl is from the atomic bomb explosion, and it later shows that she didn't survive the blast and dies. The words 'a scarlet girl' could describe the colour of her skin as she has so many burns on her body; however, it could also show her feelings, wherein the colour scarlet could portray the emotion of anger. Fell may show this to express how angry she feels that innocent people were hurt due to the explosion.

The theme of colour in the poem is used a lot as well; for example 'ladybirds,' which are red and black, and 'apricot ice.' For the audience, the red and black could show the blood and debris of the explosion and how this was inescapable. The colour apricot could show some remains of the cities that are on fire. Fell uses colour in this poem to show the consequences of the bomb and the terrible state of the cities after the bomb.

In conclusion, I would like to say that Fell uses a lot of imagery and emotions in order to express her views about twentieth century war. She uses this effectively and the audience are able to understand her ideas through what she writes and what she expresses.

What the examiner gave it - 12/15, Band 4.

Please note that because this is a **higher paper**, the marks available are between A* and D. If the candidate performed at the same level across the whole paper, they would be looking at a grade A*.

Why is answer B much better than answer A?

What kind of things do you need to do to get a mark like answer B rather than one like answer A?

Comparison Sample Answers

3 b i) Compare the different ways the writers explore the theme of war in 'The Drum' and 'August 6, 1945'.

-Use evidence from the poems to support your answer.

-You may include material you used to answer 3 (a).

3 b ii) Compare how the writers of "August 6, 1945" and another poem of your choice from the "Clashes and Collisions" collection reflect on attitudes to war.

-Use evidence from the poems to support your answer.

-You may include material you used to answer 3 (a).

Mark Scheme

Question 3b) - maximum 15 marks.

A03: Make comparisons and explain links between two texts.

<i>Band</i>	<i>Mark</i>	<i>Description</i>
0	0	- No rewardable material.
1 (E/D)	1-3	- Generally sound comparisons and links. - Some clear evaluation of the different ways of expressing meaning and achieving effects. - Selection of examples is mostly appropriate; shows some support of the points being made.
2 (D/C)	4-6	- Sound comparisons and links. - Some clear evaluation of the different ways of expressing meaning and achieving effects. - Selection of examples is appropriate; shows some support of the points being made.
3 (C/B)	7-9	- Specific and detailed comparisons and links. - Developed evaluation of the different ways of expressing meaning and achieving effects. - Selection of examples is detailed, appropriate and supports the points being made.
4 (A)	10-12	- Assured comparisons and links. - Pertinent evaluation of the different ways of expressing meaning and achieving effects. - Selection of examples is assured, appropriate and supports the points being made.
5 (A*)	13-15	- Discriminating comparisons and links showing insight. - Perceptive evaluation of the different ways of expressing meaning and achieving effects. - Selection of examples is discriminating and fully supports the points being made.

Answer A (the candidate has answered question 3b ii).

I have chosen to compare how the writers of “August 6, 1945” and “Invasion” reflect on attitudes to war.

In “August 6th, 1945, Alison Fell has a kind of helpless and ‘hurt the innocent’ type of message in the poem whereas in “Invasion” there’s more of a ‘get freedom or die trying’ message to it. These two messages are the most common aspects of war as in most wars are started over freedom and their are always helpless and innocent people who suffer.

“August 6th, 1945” concentrates on the devastation and the mind of the pilot whereas “Invasion” is more of someone’s thoughts and predictions to what will happen. In the Enola Gay poem, Alison Fell includes a young girl “with her whole skin stripped” instead of in “invasion” where Choman Hardi has “young men with rusty guns and boiling blood.” But it then goes onto say “we will lose the war, and blood will cover our roads, mix with our drinking water, it will creep into our dreams.” Which brings across quite a big hopelessness factor as opposed to the helplessness of “August 6th, 1945.”

“Invasion” reminds me of situations that have or are occurring in the Middle East or Africa where a dictator completely eradicates the freedom and rights of his citizens. “August 6th, 1945” is clearly about the Hiroshima atomic bomb which killed over 200,000 people so they both stress different aspects and situations of war.



What the examiner gave it - 5/15, Band 2.

Please note that because this is a **higher paper**, the marks available are between A* and D. If the candidate performed at the same level across the whole paper, they would be looking at a grade C/D.

Answer B (the candidate has answered question 3b i).

“August 6, 1945” is a poem written by the poet Alison Fell which tells us about the viewpoint of the pilot who dropped the nuclear bomb on Hiroshima. The poem also gives us an insight into the viewpoint of a victim. “The Drum” is a poem written by the poet John Scott. The poem tells us about John Scott’s attitude to war. Both poems have the same theme - war.

“August 6, 1945” starts off with the poet telling us about the pilot, who is flying the Enola Gay over Hiroshima. She has written the poem in third person which makes the reader seem godlike because they will know everything that is going on at that time. “Five minutes before impact he whistles a dry tune.” This shows us that the pilot is nervous about what he is going to do because he knows that after he drops the bomb, he will be the man responsible for the destruction of a whole city. I think that this part shows the reader the quiet before the storm.

However in the first stanza of John Scott’s poem “the Drum,” the reader is introduced to a loud drum that is not in harmony which appears to be going round the streets. John Scott was a wealthy quaker. This meant that he doesn’t believe in resolving conflict through wars. He really expresses this feeling in this poem, especially in the first line.

“I hate that drum’s discordant sound,
Parading round and round and round.”

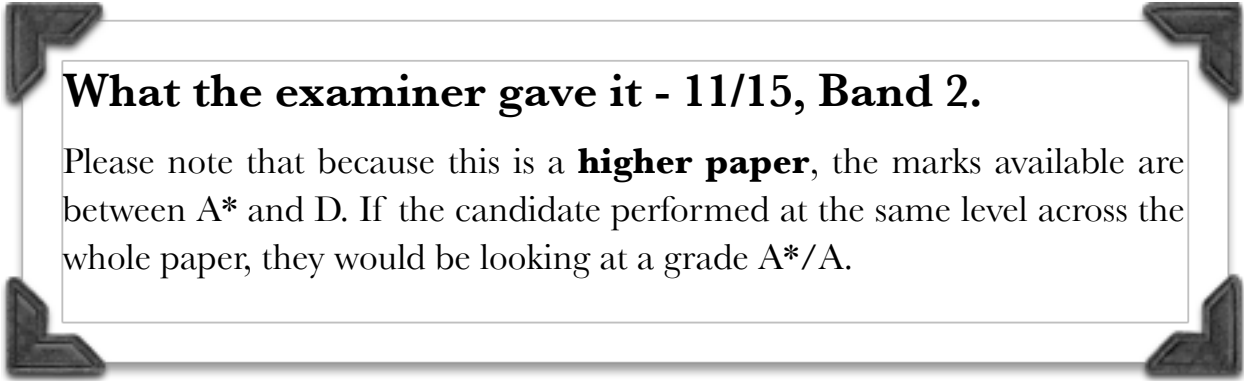
“Hate” is a strong and powerful word. It means even more than a feeling of tremendous dislike for something. Thus to use it in a line like that really shows the reader how much wars trouble him.

In “August 6th, 1945,” we see that the people who were harmed and injured did not have a choice. The pilot had to follow his orders. However, the soldiers and people in “The Drum” did have a choice. John Scott shows this in the line “to thoughtless youth it pleasure yields.” He calls the young men that volunteer to go to war “thoughtless” because they only want to fight for their country. They don’t think of the consequences of their actions. John Scott gives the consequences, “to march, and fight, and fall, in foreign lands.”

In Fell’s poem, she writes, “later, he will laugh and tremble at such a surrender.” Here, Fell is talking about after the bomb was dropped on Hiroshima. The explosion happened so quickly that no-one had time to react. This must be what made the pilot “tremble” even though he was on the winning side. In Scott’s poem he says that the soldiers only realise the impact of this “thoughtless” decision has

on the rest of their country when they have fallen and are dying - and burning towns, and ruin'd swains....and widows' tears, and orphans' moans." Scott personifies "Misery" as a human when he says "Misery's hand bestows." Here, I think he means that "Misery" has brought the pain and death upon us only because some men thought it was a volunteer for war.

In "August 6, 1945," Fell talks about the pilot seeing all the beauty of the city only after has dropped the bomb. "Bees drizzle over hot white rhododendrons." Words like that and "blooming" and "apricot ice" suggest to the reader that it's summer or later spring. This ties into the title because it is summer. All of these words suggest quite a beautiful time of year and you wouldn't normally associate these words with death or destruction.



What the examiner gave it - 11/15, Band 2.

Please note that because this is a **higher paper**, the marks available are between A* and D. If the candidate performed at the same level across the whole paper, they would be looking at a grade A*/A.

Why is answer B much better than answer A?

What kind of things do you need to do to get a mark like answer B rather than one like answer A?

Is there anything that you could do to improve on answer B?
